



COURSE DESCRIPTION

1. GENERAL

SCHOOL	HUMANITIES		
DEPARTMENT	FOREIGN LANGUAGES, TRANSLATION AND INTERPRETING		
LEVEL	Undergraduate		
COURSE CODE	FR-3226	SEMESTER	3 rd
COURSE TITLE	Translation French – Greek III		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	ECTS	
Lectures, Lab Lectures	2	3	
COURSE CATEGORY	Specific Background		
COURSE TYPE	Compulsory		
PREREQUISITES	-		
LANGUAGE OF TEACHING AND EXAMINATIONS	French / Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS			
URL	https://dflti.ionio.gr/en/undergraduate-studies/courses/fr-3226/		
ECLASS			

2. TEACHING RESULTS

Teaching Results
The specific objectives of the course are to cultivate skills in: <ul style="list-style-type: none">• recognition of the communication conditions governing the translation,• capturing the meaning of the text to be translated through its systematic analysis,• production of reliable translations taking into account the communication conditions governing the translation,• use of complex documentation sources
General Skills
<ul style="list-style-type: none">• Work in international environment

3. CONTENT

Students deep further in the translation methods and individual translational issues. At the same time, students are initiated into documentation and learn to form thematic envelopes.
Week 1: Analysis and translation of text
Week 2: Correction of translation done at home and error analysis
Week 3: Analysis and translation of text



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Week 4: Correction of translation done at home and error analysis

Week 5: Analysis and translation of text

Week 6: Correction of translation done at home and error analysis

Week 7: Analysis and translation of text

Week 8: Correction of translation done at home and error analysis

Week 9: Analysis and translation of text

Week 10: Correction of translation done at home and error analysis

Week 11: Analysis and translation of text

Week 12: Correction of translation done at home and error analysis

Week 13: Analysis and translation of text

4. TEACHING AND LEARNING METHODS - EVALUATION

TEACHING METHOD	Face to face												
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	From the first lesson students are trained in the use of information and communication technologies (ICT) useful for the production of translations and electronic communication. Special emphasis is given to the utilization of applications for the production and sharing of documents, video communication, organization and planning of works, etc.												
TEACHING STRUCTURE	<table><tr><td>Activity</td><td>Semester Workload</td></tr><tr><td>Lectures</td><td>13</td></tr><tr><td>Lab Lectures</td><td>13</td></tr><tr><td>Projects</td><td>15</td></tr><tr><td>Literature Study and Analysis</td><td>12</td></tr><tr><td>Practice and Preparation</td><td>22</td></tr></table>	Activity	Semester Workload	Lectures	13	Lab Lectures	13	Projects	15	Literature Study and Analysis	12	Practice and Preparation	22
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	Course Total (ECTS: 3)	75
EVALUATION OF STUDENTS	<p>At the end of the semester, students are assessed as follows:</p> <ul style="list-style-type: none"> • They are asked to translate text of a relatively high degree of translational difficulty of 200 to 250 words. The purpose of this test is to control the degree of assimilation by the students of the methods presented in the course during the semester (80% of the final grade). • They are asked to respond briefly to clarifying questions related to the text to be translated (20% of the final grade). <p>The bilingual and monolingual dictionaries, as well as other tools such as grammar, verbatim textbooks, etc., are allowed to be used.</p>	

5. BIBLIOGRAPHY

- Delisle, J. (1984), *L'analyse du discours comme méthode de traduction*, Ottawa : Éditions de l'Université d'Ottawa
- Durieux Christine, (1995): *Apprendre à traduire*, Maison du Dictionnaire, Paris.
- Gile Daniel, (2005): *La traduction. La comprendre, l'apprendre*, PUF, Paris.
- Kussmaul, P. (1995), *Training the Translator*, Amsterdam: John Benjamins Publishing Co
- Lederer, M. (1994), *La traduction aujourd'hui*, Paris : Hachette
- Politis Michel, (2007): « L'apport de la psychologie cognitive à la didactique de la traduction », *META*, vol. 52-1, Presses de l'Université de Montréal, Montréal.
- ?????? ??????, (2002): «? ?????????? ??? ?????????????? ??????», *Recherches en Linguistique Grecque, Laboratoire Théorie et description linguistique (THEDEL) de l'Université René Descartes, Éditions Le Harmattan, Paris*
- ?????? ??????, (2007): «????? ?????????????? ??? ?????????????????????? ??? ?? ?????? ??? ?????????? ??????????????», *20 ?????? ?????? ?????????????? ??????, ?????????? ?????????, ?????? 2012*
- ?????? ?????? (2012), *????????? ?????????? ?????????????? ??? ?????????????? ??????????????, ?????????? ?????????????, ??????*